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# Administration of the CRT-Alternate



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This training was developed and produced by Measured Progress, Judy Snow from the Montana Office of Public Instruction (OPI), and Gail McGregor from the University of Montana. You can feel free to contact us if you have any questions.

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## Eligibility for the CRT-Alternate

- The **CRT-Alternate Assessment** was designed for students who are unable to participate in the regular CRT, even with accommodations. Only IDEA-eligible students with significant cognitive disabilities are eligible to participate in the CRT-Alternate.



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The CRT-Alternate was designed for students who are unable to participate in the CRT with or without accommodations. The way in which a student participates in the statewide assessment is considered annually by the IEP team for each exceptional student. If the team thinks a student is a potential candidate for the CRT-Alternate, they must consider and respond to a series of four questions.

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## Eligibility Questions

1. Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?
2. Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?



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The first two of these questions are displayed on this slide. The first question simply confirms that the student in question is, in fact, identified as exceptional. The second question focuses on the student's abilities. Since the test is designed for students with severe disabilities, the focus on the impact of cognitive and adaptive behavior deficits begins to eliminate many students from consideration. Note the word SUBSTANTIAL in describing the extent to which modifications must be made to support the student's access to the general education curriculum. This is intended to describe students whose skills are far below grade level, eliminating from consideration students with mild disabilities.

## Eligibility Questions (con' t)

3. Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?
4. Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?



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The last two questions focus on other tangible ways in which a severe disability would impact a learner. Typically, the IEP of a student with a significant disability would contain a number of goals and objectives focused on functional skills. This would be evident by goals focused on independence and self-help skills, as well as functional applications of skills in academic areas such as reading, writing, and math. A reading goal might focus on reading sight words common in the school, home and community that would help a student be more independent in these settings. A math goal might focus on associating time with events, following a schedule (an application of sequencing skills), or telling time.

The last question gets to the heart of the instructional implication of a severe disability, highlighting common learning characteristics of these students. Students with severe disabilities learn new skills at a substantially slower rate than that of other students. Further, these students need systematic and intensive instruction on targeted skills in order for mastery to occur. A teacher cannot anticipate that a student will learn incidentally, without direct instruction, or through observation. A teacher of a student with a severe disability cannot assume that if a student learns a skill in one context that they will be able to apply it in other contexts. As a result, instructional plans for students with severe disabilities typically include strategies to promote generalization of learning. Across this sequence of 4 questions, they become more and more focused in order to distinguish those learners with significant disabilities from the larger group of exceptional students whose disabilities are, relatively speaking, less severe.

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## Participation Decisions

- If you answer “NO” to any of the four questions, the student must participate in the regular CRT. If ALL answers are “YES,” the student is eligible to take the alternate and considered to be a student with a significant cognitive disability. This eligibility needs to be included in an IEP.



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If you answer “NO” to any of the four questions, the student must participate in the regular CRT. If ALL answers are “YES,” the student is eligible to take the alternate and considered to be a student with a significant cognitive disability. This eligibility needs to be documented in the student’s IEP in the section focused on participation in the statewide assessment.

The decision for a student to participate in the CRT-Alternate may not be based on excessive or extended absence; disability category, social, cultural or economic difference; the amount of time receiving special education services; or academic achievement significantly lower than his or her same age peers.

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## Who Should Administer the CRT-Alt?

- Special education teacher

**OR**

- Someone who is certified and has worked extensively with the student

Note: Another person may assist with the administration



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Now let's talk about who should administer the CRT-Alternate. The special education teacher or someone who is certified, has worked extensively with the student, and is trained in the assessment procedures, should administer the assessment. The test administrator may find it helpful to ask another person in the school to assist with administration since there is a lot to manage to present the test items, observe, and score the student's response.

These additional persons may include but are not limited to a parent, general education teacher, paraprofessional, school counselor, principal, psychologist, physical or occupational therapist.

## About the test...

- Test items are aligned with Montana curriculum standards in Math, Reading, and Science
- Standards have been expanded to encompass skills that lead to the development of grade level standards
- Standards and Expanded Benchmarks documents are available online at: <http://www.opi.mt.gov/assessment/>



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It is important to take a minute to talk about the origin of the test items you will be administering. Some of you may find a considerable difference between the skills measured on this assessment and the skills identified in the IEP of the student you are assessing. The skills measured by the CRT-Alternate are aligned with Montana curriculum standards in the areas of Math, Reading, and Science. Benchmarks aligned with Montana's grade level standards have been extended downward to encompass earlier developing skills that lead toward grade level performance. There are three Standards and Expanded Benchmarks documents available on-line that outline this downward extension of academic skills in the areas of Math, Reading, and Science. You may wish to download a copy of these documents to review as you consider ways in which you might include goals and objectives aligned to the general education curriculum on your student's IEP in the future.

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## Reminders for 2011

- Options for multiple Choice items are now presented in a specific order based on the materials list in the test booklet.
- The first week of the administration window is intended to be used for training and preparation



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Now a couple of quick reminders for this spring. The multiple choice selections must be cut apart and placed in the order listed in the materials column. This was new in 2010 and remains in place for 2011. Also, to make sure you have time for this, the first week of the administration window should be used for preparation and training.

# Test Booklet Organization

The collage illustrates the organization of a test booklet. It includes a 'Contents' table for Reading and Mathematics, a 'Table of Contents' for the Assessment Framework, a 'Table of Contents' for the Administration, a 'Table of Contents' for the Assessment, a 'Table of Contents' for the Administration, a 'Table of Contents' for the Assessment, and a 'Table of Contents' for the Administration. It also features an 'End of Reading Tasklet 1' sign, a 'Montana Comprehensive Assessment System (MontCAS) Criterion-Referenced Test Alternate Assessment (CRT-Alternate)' form, and a 'CRT-Alternate Test Booklet Spring 2010 Reading and Mathematics Grade 3' cover page.

Let's now take a look at the test and how the test booklet is organized. The entire test is contained in each grade level test booklet. You will see from the Table of Contents pictured on this slide that this includes Math and Reading assessments for students in grades 3, 5, 6, and 7. For grades 4, 8, and 10, the science assessment is also included in the test booklet. Each content area consists of five short activities called tasklets. Students will be tested on a total of twenty-five to twenty-eight items per content area, spread across the five tasklets. Each tasklet is formatted the same way, so you will quickly get familiar with how you move through and score the items. At the end of each tasklet you will see a small "stop" sign marking natural breaking points in the administration sequence. At the end of each content area, you will see a short list of questions for you to complete about the administration of the test.

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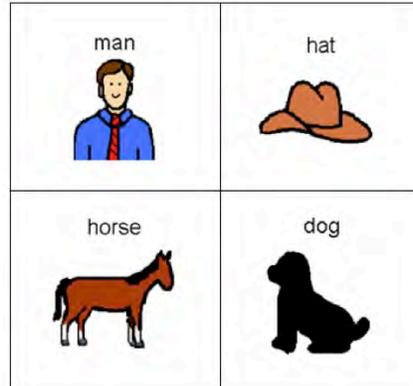
## Assessment Format

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed.  Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

Test items within each tasklet are organized in the four column format you see on this slide. We will look at the information provided in each column, moving from left to right.

## Test Materials

Materials
2. <ul style="list-style-type: none"><li>Picture cards:<ul style="list-style-type: none"><li>man</li><li>hat</li><li>horse</li><li>dog</li></ul></li></ul>
<b>Communication support strategies:</b> <ul style="list-style-type: none"><li>Student may look at/point to task materials to express a choice.</li><li>Request may be rephrased to require yes/no response (e.g., point to a picture card and ask "Is this the dog?").</li><li>Student may tell teacher to "stop" at desired response as teacher sequentially points to each item.</li></ul>



For each test question, the materials needed to present that item to the student are identified. Most of these materials are included in the Test Material Kit, but there are some common items (for example, a calculator) that you will need to gather and have available for administration. We will talk about this again when we look at the Material Kit.

Following this list of required materials, you will see “Communication Support Strategies” printed in bold. This information is provided to assist teachers who are assessing students unable to respond verbally or who may have physical limitations that necessitate a different way of responding. It is not possible to identify every variation or approach that might be used. Rather, the ideas are examples of strategies that might be used to obtain a reliable response from a student.

In your Material Kit you will find a page of Communication icons your student can choose from to indicate “yes” and “no” as well as other basic messages such as “stop” or “I need help”. This laminated sheet of paper can be found in the “Material Information” tab of your Materials Kit and is labeled at the bottom of the page “Communication Supports.”

# Check in Advance for Other Materials Needed

<p><b>Materials Provided</b></p> <ul style="list-style-type: none"> <li>• Ball number cards: 2, 3, 4, 5</li> <li>• Ball number line</li> <li>• Worksheet: ants</li> <li>• Worksheet: children in a line</li> <li>• Bee number cards</li> <li>• Bee card template</li> <li>• Number cards: 4, 5, 6</li> <li>• Number cards: 1st, 2nd, 3rd</li> </ul>
<p><b>Other Materials Needed</b></p> <ul style="list-style-type: none"> <li>• 4 counters</li> <li>• Materials typically used by the student for reading/writing other than what is provided in this kit</li> <li>• Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)</li> <li>• Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats)</li> <li>• Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.</li> </ul>

Grade 5 Math Material Summary Form

<b>Mathematics Tasklet 1</b>	
<p><b>Materials provided in Material Kit:</b></p> <ul style="list-style-type: none"> <li>• Ball number cards: 2, 3, 4, 5</li> <li>• Ball number line</li> <li>• Worksheet: ants</li> <li>• Worksheet: children in a line</li> <li>• Bee number cards</li> <li>• Bee card template</li> <li>• Number cards: 4, 5, 6</li> <li>• Number cards: 1st, 2nd, 3rd</li> </ul>	<p><b>Teacher supplied materials:</b></p> <ul style="list-style-type: none"> <li>• 4 counters</li> </ul>
<b>Mathematics Tasklet 2</b>	
<p><b>Materials provided in Material Kit:</b></p> <ul style="list-style-type: none"> <li>• Circle template</li> <li>• Symbol cards: -, +, x, ÷</li> <li>• Number cards: 0, 1, 7, 14</li> <li>• Evidence template: 7 + 0 =</li> <li>• Evidence template teacher recording sheet</li> <li>• Addition sentence: 2 + 4 = 6</li> <li>• 4 options of circle template (if needed)</li> <li>• Number line (if needed)</li> </ul>	<p><b>Teacher supplied materials:</b></p> <ul style="list-style-type: none"> <li>• 12 counters</li> </ul>
<b>Mathematics Tasklet 3</b>	

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## Strategies for Organizing Materials

- Schedule prep time (substitute, time to work with other test administrators)
- Test booklet in binder, to allow for easy flipping from page to page (single sided)
- Materials in individuals folders, or single folder with divider, sequenced by item
- Use of another person to “hand” materials to test administrator
- Maintain files of materials from year to year
- Others???

## Activity Steps, Teacher will:

Activity Steps Teacher will:
2. Display the picture cards on the work space in front of the student. Do not describe them.
<b><i>“Show me the dog.”</i></b>
<u>Scaffold:</u>
Level 3: Remove the incorrect response. Repeat the request.
Level 2: Remove another incorrect response. Repeat the request.
Level 1:
Say, <i>“This is the dog. Show me the dog.”</i> Assist student as needed to identify dog.

- Describes how to prepare for and introduce test item
- Provides script for the questions
- Provides script for scaffolding
- Language may be modified

In the “Activity Steps, Teacher Will” column of the test booklet, complete information is provided for the teacher to administer the test item, including sample language to ask a question (always written in bold italics). Scripted, sequenced support strategies (scaffolding) that are used, as necessary, to assist the student in ultimately arriving at the correct response, are also outlined. It is important to emphasize that the scripts provided for both the question asked of the student and the scaffolding are merely suggestions of what you might say. While not modifying the intent of the statements, test administrators are free to modify the language so that it is understandable to your student.

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## Strategies to Help With the Scripted Implementation

- Review scripting in advance
- Write notes about language/materials substitutions in test booklet
- Practice sequencing with peer who is also administering the test

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## Student Work, Student Will:

Student Work Student will:
2. Identify "dog."

- Identifies the expected student response

The “Student Work, student will” column identifies the expected student response. While there may be a number of ways for the student to arrive at or express the response, each item has only one correct answer.

## Performance Indicators

Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET										
2. Locates a picture/ symbol/object when named or signed.										
<table><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr></table>	<input type="radio"/>	4	3	2	1	0				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
4	3	2	1	0						
Performance Indicator: 1.1.3.3										
Expanded Benchmark: 1.1.3.3										

- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators are in the Expanded Benchmarks documents described previously.
- Performance Indicators for each grade and content area are released online every year.
- Scoring rubric

The performance indicator identifies a skill that is part of the Standards and Expanded Benchmarks documents mentioned earlier. This statement identifies the specific skill that the test item is designed to measure. Below each performance indicator, you see a scoring rubric which we will discuss next. After the scoring rubric, the Performance Indicator and Expanded Benchmark identification numbers are listed. These reference the sequence of indicators and benchmarks from the Montana Reading, Mathematics, and Science Standards and Expanded Benchmarks Documents available on both the OPI and Measured Progress Web sites.

## Scoring

Montana Alternate Assessment Scoring Guide				
Performance (independence and accuracy) Used to score every item during the structured observation test activity.				
4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes
- Except for introductory items, each item is scored using the rubric above
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items

Unlike the regular CRT, where students either get a question right or wrong, the CRT-Alt uses a scoring rubric that is more sensitive to small differences in performance among students. For students with severe disabilities, this greater sensitivity enables more precise measurement of the varying levels of performance among learners who often require some level of assistance in order to respond to test items. As you see on this slide, there is a scoring scale that extends from 4 to 0. Each score is directly associated with a different level of performance, corresponding to a carefully constructed sequence of increasing assistance.

## Scaffolding → Scoring

***"You will put your name on this worksheet. Which of these is your name?"***

Assist the student to write his/her name on the worksheet.

**Scaffold:**

**Level 3:** Remove one incorrect name. Repeat question.

**Level 2:** Remove another incorrect name. Repeat question.

**Level 1:** Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently
- Proceed through scaffolding sequentially
- Score response based on level of assistance provided

The systematic process of providing increasing levels of assistance is called scaffolding. You may be more familiar with the term “least to most prompt hierarchy,” a term that describes the same approach. No matter what performance level the person administering the test *thinks* a student might be at, it is essential that you approach each test item in a way that gives the student the chance to respond correctly, without teacher assistance. If, and only if this does not occur, the teacher then moves through the sequenced scaffolding process, one level at a time. As mentioned before, suggested scripting is provided for each of the three levels in this scaffolding process. There is a direct correspondence between scaffolding and scoring. The final student score for each item corresponds to the level of assistance required in order to arrive at the correct response.



# Teacher Recording Evidence Form

**TEACHER RECORDING EVIDENCE FORM**

Reading Tasklet 5	Item 2	Item 4
Indicate how the student communicated his or her response:	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gesture/sign language <input type="checkbox"/> Other _____	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gesture/sign language <input type="checkbox"/> Other _____
Indicate the student's initial response to the item before scaffolding:	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "turn" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "pig" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 3 scaffolding:	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "turn" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "pig" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 2 scaffolding:	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "turn" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "pig" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 1 scaffolding:	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "turn" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "pig" <input type="checkbox"/> no response
If applicable, describe the student's behavior if the student was unresponsive to the item.	<input type="checkbox"/> no response <input type="checkbox"/> no response <input type="checkbox"/> no response	<input type="checkbox"/> no response <input type="checkbox"/> no response <input type="checkbox"/> no response

Write student name here.

- Record Student's response as the item is administered
- Fill out for each item that requires student evidence
- Magnifying glass icon flags items that require evidence

The Teacher Recording Evidence Form provides a format to document the entire sequence of responses made by the student to the test item. As the test item is presented to the student, the test administrator documents the modality used by the student to communicate a response, as well as the accuracy of the response at each step of the scaffolding process. For more information on student evidence please refer to the “Student Evidence and Test Administration Survey” section of the Administration Manual

## Dealing with Student Resistance

- Prevention strategies:
  - Frequent breaks
  - Short test periods
  - Scaffolding to support students when they need assistance
- Scoring:
  - Active resistance is scored as a “0” for inconclusive
  - If there are 3 consecutive “0” score, stop the administration of the test
  - Resume test at another time, following the scoring rule procedures for halting on the next slide and in the CRT-Alternate Administration Manual

The test has a number of design elements intended to support students with a range of abilities and attention spans. Teachers are encouraged to use strategies that minimize the likelihood of student resistance. Despite these efforts, a teacher may run into a situation in which a student actively resists participation in the test. In this situation, the score assigned to this response is a “0”. A zero signifies inconclusive, since it is not possible to know what the student’s abilities might be at a different time or under different circumstances.

## Scoring Rule for All Grades & Content Areas

- When the test is resumed at a different time, re-administer the final 3 items on which the student scored a “0”
- If the student again scores a “0” on 3 consecutive items, halt test administration
- If student scores anything other than a “0”, continue testing as before
- If 3 consecutive “0”s are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet



Now that we have talked about scaffolding, scoring and student resistance, I'm going to go over the scoring rule with you.

If the active resistance, resulting in a score of zero, continues for three consecutive test items, you should halt the administration of the tasklet. You should make a second attempt at a later time or different date, beginning with the three consecutive items that received a score of zero. If the student is engaged with the test, simply resume the tasklet from this point. If, at some point the student again receives 3 consecutive zeros in the same tasklet, you should halt the administration of this tasklet and leave the remaining items blank in the tasklet. Continue on to the next tasklet following this same rule for the remaining tasklets. The student must start all five tasklets in each content area. If you have any questions, please review the scoring section in the Test Administration Manual. There are several examples provided that clarify what this rule looks like in practice.

## CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond
- Test administrator must carefully examine the tasks *in advance* and make necessary adaptations for individual test takers



As you have seen from information shared in the previous sections of this CD, test implementation procedures of the CRT-Alt are highly structured and scripted. However, there is much room for flexibility in the test materials used and the way in which students communicate and respond to test items. The individual needs of students may require that the test administrator customize testing materials and/or the way in which the student makes a response. For some, the materials provided will need to be adapted because they are not the right size or format. Some students may need to use concrete objects rather than the pictures included in the test material kit. Still others may need to have communication devices programmed to display the vocabulary needed to respond to test items. All of this takes preparation, organization and most of all – time.

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## Review the test with each individual student in mind, analyzing...

- Student's communication skills
  - How student *receives* information
  - How student *expresses* information
- Task demands
  - Format of question
  - Format of materials provided
  - Response required of student

Throughout the test training materials, the importance of advance preparation has been emphasized. In fact, the first week of the CRT-Alt testing window is intended for training, planning, and preparation. It is critical to go through the entire test, thinking about the needs of each student you will be assessing. Consider the students communication skills, both receptive and expressive, in light of the demands of each test item. What will you need to do to make sure the students understand the questions and is physically able to produce a response? Test items vary in terms of the structure of the question, the format of the materials provided, and response that is required of the student. Each of these issues will be considered in the remainder of this presentation, with a focus on creating a situation in which the format of the materials and the supports for responding are compatible with the students sensory and physical abilities.

## Communication Supports



- What system does the student use to communicate on a daily basis?
- Customize THIS system to the demands of the assessment

Let's start by considering your student's means of expressive communication. If the student uses communication boards or some type of communication device on a daily basis, these tools will need to be customized to correspond to the demands of the assessment.

## Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for the EACH STEP of the task?
- Create displays that are consistent with student's discrimination skills.



The Materials CD provided in the Test Material Kit contains the picture files corresponding to each test item. Because they are available to you electronically, you are able to manipulate these files to change the size of a graphic and its background color. If you need to display pictures on a device you can print out extra copies of the materials to meet your needs. If you are displaying choices on a communication device, consider the fact that, unlike the messages that are currently displayed on the device, the “vocabulary” associated with the test questions may not be familiar to the student. For this reason, you most likely want to create displays that remove all extraneous icons, allowing the student to focus exclusively on the responses associated with each test item. This will require creating boards or device overlays for each test question.

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## Beyond the individual test items...

- Consider messages that might be needed throughout the test
  - I need help
  - I don't understand
  - Please repeat
  - Can we take a break?
  - Yes/No
- Consider having a display accessible to student throughout the test



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If you do remove typical communication messages from the student's device to focus on test responses, it may be necessary to think of another way/format in which the student still can express messages that might be needed during the test. Communication icons are located on the Materials CD found in the Test Material Kit. The icons can easily be used to create a stand-alone communication display that the student might request to use during the test.

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## Analysis of Test Demands

- Format of question
  - Multiple-choice
  - Yes/No
  - Open-ended
- Task materials provided
  - Is reading involved?
  - Is manipulation of materials required
  - Will the format of the materials work for the student?
- Response required of student
  - Does student have to “say” something
  - Does student have to “do” something



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In addition to considering communication demands, it is helpful to examine test items from the perspective of the demands they place on the student to respond. These demands include the format of the question, the test materials provided, and the response that is required of the student. Each of these issues is considered in the remainder of this section. As we review these considerations, examples of other aspects of test presentation explained in the previous section will also be illustrated.

## Multiple Choice Questions

4. Display 4 word/picture cards on the work space.

*“Show me the picture/symbol/object that means library.” (If library is not available, substitute appropriate term.)*



Let's begin with a consideration of test items that are presented in a multiple choice format. This represents a majority of items in the CRT-Alt. You see an example of an item like this on the slide. As indicated in the “Teacher Will” directions, a display of four words, pictures, or symbols are presented to the student, followed by a question. There is one correct answer in the display, the other 3 choices are distracters that vary in terms of how close they are to the correct response. In the example you see, all choices are places. The playground is the only choice that represents a place at school, while the other two distracters are locations in the community. This item is an example of a question you might have to modify for it to work in your setting. Many small schools and communities might not have a library, so you would want to substitute a word that makes sense for you – reference area, study area, etc. The materials CD should be mentioned again in this regard. Files for the items are provided in Word format, so that you can go in and modify the picture label as needed.

## Scaffolding Multiple Choice Items

### Level 4

change—make different	
change—coins	
change—replace	
change—put on different clothes	

### Level 3

change—make different	
change—coins	
change—put on different clothes	

### Level 2

change—make different	
change—put on different clothes	

### Level 1

change—make different	

Multiple choice questions are very easy to scaffold. As the test script directs, each level of the scaffolding process reduces the complexity of the item by removing one of the distracters, or incorrect responses. As illustrated on this slide, a display of 4 becomes a display of 3 for Level 3 scaffolding. It becomes a choice between two pictures/objects at Level 2. At Level 1, only the correct response is displayed. At this point, provide as much assistance as necessary for the student to make the correct choice, individualizing the way in which this support is delivered based on the needs of the student. This could mean physically guiding the student to point to the correct response, bringing the correct response to the student, or somehow engaging the student to attend to the correct answer.

You can modify the display in whatever way works best for your student. Some teachers might choose to simply cover the items that are removed as you move through the scaffolding procedure or they can physically be removed from the work space after each incorrect student response. You are free to do this in whatever way works best for you and the student, assuming the items are consistently presented in the random order indicated by the materials list.

## Item Presentation: Your Analysis

- Will student understand visual display?



- **If no, adapt the materials**
  - Modify display/size of pictures
  - Use objects

Thinking about this multiple choice question, the first presentation issue to consider is whether the student can understand the visual choices presented. By “understand”, I don’t mean whether the student is familiar with the item/vocabulary. What I do mean is whether the student can perceive the choices. A student with limited vision, for example, may need to have the materials adapted, perhaps through the use of objects, some form of auditory presentation, or enlarged materials. The student may need to use some type of magnification equipment. If this is the case, use the equipment the student routinely uses for other educational activities for the test administration.

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## Modifying Size/Display



- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects

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For some students, simply cutting the pictures apart and displaying them in a different way will provide a viable way for them to respond. Pictures can be placed on eye gaze boards, overlays for vocal output devices or other types of communication devices. Objects can be displayed on the workspace in front of the student, or placed in some type of object box if that is what the student is used to dealing with. The only limitation is that the objects be presented in the order of the materials list (for example if presented in a circle, the first item in the list should always be on top then others placed in order around the circle.)

The key to displaying choices is to use a system the student is already familiar with through daily instruction. Consider the student's typical mode of communication, and their physical and sensory skills. Then select a display approach that is consistent with these characteristics.

Examples you see on this slide include devices that provide vocal output when depressed, displays that allow you to place objects in them with pointers that can be controlled by a student depressing a switch, and displays that simply allow you to place objects in separate compartments to aid the student in producing a clear response.

## Item Response: Your Analysis

- Can student make pointing response required of item?



- If no, adapt the response required

- Select display that allows for alternative inputs
- Teacher presents options in scanning format
- Adapt question to require yes/no response
- Present responses in auditory format that student can “stop” with reliable motor response

The next thing to consider is the what type of response the test item requires of the student. In the multiple choice example we have focused on, the typical response is to point to the correct choice. If a student is not able to point, a change in response procedures is needed.

## Yes/No Response Format

- Shift motor demands to the teacher
- *“Let me show you the choices. Will this keep Jan warm?”*



5. Place the book and the word/picture symbols on the work space. Review the word/picture symbols and describe the items with the student.

*“What will Jan pack to keep her warm at night?”*

You may need to adapt the format of a question so that it requires a simple yes or no response. In this question, the student is asked to identify the picture/symbol/ or object that will keep Jan warm at night. If a student is unable to point to a response displayed, one possible adaptation is to modify the question so that it requires a yes/no response rather than a pointing response.

Each Material Kit contains a page of icons you can choose from to indicate “yes” and “no” as well as other basic messages such as “stop” or “I need help”. It is important to use the yes/no response your student typically uses. It may be a sound, a turn of the head, an eye blink or facial expression. If this is the student’s most reliable response, the test administrator should reword the question so that a student can use this yes/no response in order to indicate which answer they would like to select.

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## Student “Stops” Scanning Display



- Teacher points to each picture in sequence
- Student directs teacher to “stop” when the teacher points to the correct response

stop



A variation on this strategy is illustrated on this slide. Rather than requiring the student to indicate yes/no for each potential response in the display, the test administrator can systematically scan through the choices, pointing to each potential response in sequence. In this variation, the student would indicate a response by telling the test administrator when to “stop” scanning.

## Items Requiring Performance

3. Display literary materials on the work space and encourage the students to explore them. Observe correct manipulation of literacy materials.

*"Show me how you use this."*

### Communication Support Strategies:

- Student may look at/point to materials to express response OR
- If the student is unable to manipulate the test materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., "Is the book in the correct position? Am I going to hit the right button?")

There are a small number of items that require the student to do something – show you how something works, measure something, manipulate math counters, etc. An example of such an item is shown on this slide. For students who are physically unable to make such responses, you will, once again, need to adapt the question. Use the suggestions provided in the Communication Support Strategies section of the Materials column as a starting point for planning how you will present such an item to your student.

As illustrated on the slide, you can use a “yes/no” strategy once again, handling the materials both correctly and incorrectly, and requiring the student to indicate which is the appropriate way. As a person who is very familiar with the student’s abilities, the Test Administrator will need to use that knowledge to present items in a way that makes it possible for the student to have a chance of responding correctly and independently. In many situations, this will be a team effort between teacher and student!

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## Example of Scaffolding a Performance Item

- Level 3 = provide additional information
- Level 2 = model correct response
- Level 1 = guide student through correct response

Scaffold:

Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat the request.

Level 2: Demonstrate the correct way to hold/turn the material. Give the material to the student and repeat the request.

Level 1: Assist the student as needed to manipulate the material appropriately, say *"This is how you use this."*

The approach used to scaffold items requiring some type of physical response will be different than that used for multiple choice items. For the item we have been talking about, look at the suggested scaffolding script. At Level 3, the strategy might be described as “provide additional information”. At Level 2, the teacher models the correct response and asks the student to do the same. If this is not successful, Level 1 scaffolding requires the teacher to guide the student through the correct response, verifying that they are, in fact, doing what was asked. This scaffolding sequence is not quite as predictable as multiple choice items, so it will be important to review these procedures so you are not thinking about what comes next while working with the student.

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## Suggestions for better preparation of teachers:

- Actual participation in a mock administration of the test
- Annual training before testing
- Better advertising of when training is available
- Manipulatives/materials easier to access
- Examples, observations to review prior to testing
- Get familiar with test before administering it
- Get info to teachers about test earlier so they have time to prepare
- More time to prepare and find materials
- Go over thoroughly before administration; some directions are vague, and you have to know how you will handle the questions beforehand
- Have materials in a packet so teachers have more time to familiarize themselves with the test

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## Tips to make this a more positive experience:

- 20-30 minute testing sessions
- Practice with the materials by yourself or with colleague
- At this time, I myself, am not very positive about this test
- Better communication and awareness of crucial deadlines
- Clear, explicit, detailed instructions on HOW to give the test
- Make sure student needs to do his/her best
- Get JUMP newsletter, keep yourself informed, ask lots of questions
- Give yourself time to prepare in advance
- Plan on extra time to prep for classes missed due to testing

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## Tips to make this a more positive experience:

- I found the administration of this test confusing yet fun. The student responses surprised me. The test is difficult yet it pushes us to higher levels.
- More assistance and materials needed
- More training and more time to administer
- Organize testing materials and have shorter times with breaks
- Pick & choose the students that take this test
- Prepare the students and introduce them to the materials
- Use 2 people and plan on lots of time to prepare for the test
- Use student weaknesses to facilitate new goals

## Contact Information and Questions

- **Judy Snow** – OPI policy, bar code labels
  - (406) 444-3656
  - [jsnow@mt.gov](mailto:jsnow@mt.gov)
- **Gail McGregor** – customizing for individual students
  - (406) 243-2348
  - [mcgregor@ruralinstitute.umt.edu](mailto:mcgregor@ruralinstitute.umt.edu)
- **Tim Greenlaw** – extra materials, returning tests
  - (800) 431-8901 ext. 2309
  - [greenlaw.timothy@measuredprogress.org](mailto:greenlaw.timothy@measuredprogress.org)



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Judy Snow, Gail McGregor and Tim Greenlaw are available to respond to phone and e-mail questions. Contact information is provided on this slide. We've also provided some guidance about who the best person might be to talk about different types of questions.

Best of luck with this year's administration. We realize the commitment of time this activity requires. We are hopeful that you, like a number of the teachers who administered this assessment in the previous years, find out things about your students that you did not know before, and use this information to guide the instruction you deliver to them in the future.

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## Administration Hints

- Test must be administered by at least one certified teacher, with additional support as needed
- Review the test with another person
- Practice with another adult



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I would like to wrap up this presentation with some additional hints for administration identified by last year's teachers involved with the CRT-Alt. While a certified teacher needs to administer the test, many teachers found it helpful to have a second person available to assist with materials and/or scoring. There are a lot of things to keep track of when administering this assessment, and extra hands and/or eyes are beneficial. This might be a paraeducator, or another person familiar with the student.

A second suggestion is to review the test with another teacher who is going to be administering it. It might be helpful to talk through the items, scaffolding, and use of materials with another person to clarify just how you will approach administration. Closely related to this is the idea of actually practicing pieces of the test with another adult.

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## End of Customizing the CRT-Alternate

- Please exit and choose another presentation



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